**Flipped Homework 4: Resistance to social influence & minority influence**

**Resisting Social Influence**

**Task 1:** *Read page 13 of the information pack and answer the following questions*

1. What does the term ‘social support’ refer to?
2. Why does social support have an effect on conformity/obedience rates?
3. What did Milgram find when two disobedient confederates were present during his procedure?
4. In the variation of Asch’s study, did it matter if the dissenting confederate gave the right or wrong answer? What does your answer suggest about the importance of social support?

**Task 2:** *Complete the locus of control questionnaire which can be found on psych205.com under linear A level/social influence/resistance to social influence. After you have completed it, use the scoring system to find out whether you have a high or low locus of control. Now use the information in the pack to answer the following questions*

1. What does it mean if someone has a high internal locus of control?
2. Give an example of a statement that someone might make if they had a high internal locus of control:
3. What does it mean if someone has a high external locus of control?
4. Give an example of a statement that someone might make if they had a high external locus of control:
5. Why would someone who has a high internal locus of control be less likely to conform or obey?

**Minority Influence**

**Task 3:** *Use the information on p.16 of the information pack to answer the following questions*

1. How does minority influence differ from majority influence (conformity)?
2. Look at the 6 factors (bullet pointed) that make a minority more likely to be successful and then, for each one, come up with an example, either from the present or the past, either a person or a small group, that has demonstrated that quality, and give details of exactly what they have done. Your example person or small group might be a historical figure, a celebrity, a musician, a sports person, a pressure group etc, but they must have been influential with a minority.

Is consistent:

Not dogmatic:

Acts from principle, not self interest:

Makes sacrifices

Is similar to the majority:

Views are consistent with social trends:

**Task 4:** *Read the details of Moscovici’s ‘blue/green’ study on p,16 of the information pack and then answer the following questions:*

1. How did the aims of Moscovici’s study differ from those of Asch’s?
2. How many confederates were there in each condition of the experiment?
3. How many real participants were there in each condition?
4. How often did the confederates say ‘green’ in the consistent condition?
5. How often did the confederates say ‘green’ in the inconsistent condition?
6. What was the percentage of influence of the minority in the consistent condition?
7. What was the percentage of influence of the minority in the inconsistent condition?
8. What conclusions can be drawn from the results?
9. Why does Nemeth’s research challenge the view that consistency is important in minority influence?
10. What quality does Nemeth suggest is important in order for minorities to be influential?